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AUTHOR Morreale, Sherwyn P.; And Others
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ABSTRACT

This collection contains four papers that were presented as part of a short course delivered at the 1991 annual meeting of the Speech Communication Association. The papers discuss various aspects of the development and use of "The Competent Speaker," a public speaking assessment instrument designed for the college sophomore level. The papers and their authors are as follows: "'The Competent Speaker' Assessment Instrument: Its Nature and Rationale" (Michael R. Moore and Conrad C. Awtry); "The Competent Speaker Assessment Instrument: Uses and Logistics for Administration" (Sherwyn P. Morreale and K. Phillip Taylor); "The Competent Speaker Speech Performance Evaluation: A Rasch Analysis" (Donna Surges Tatum); and "'The Competent Speaker': Development, Reliability, and Validity of a Communication-Competency Based Speech Evaluation Form" (Donald D. Morley and others). (SR)

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THE COMPETENT SPEAKER: A SHORT COURSE ON ASSESSING PUBLIC SPEAKING COMPETENCE

Sherwyn P. Morreale

Conrad C. Awtrey

Ruth Hurlbert-Johnson

Donald D. Morley

Michael R. Moore

Donna Surges Tatum

K. Phillip Taylor

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"THE COMPETENT SPEAKER" ASSESSMENT INSTRUMENT: ITS NATURE AND RATIONALE

Prepared for
SCA Short Course
"*The Competent Speaker*: A Workshop on Assessing Public Speaking Competence"

by
Michael R. Moore
Purdue University Calumet
and
Conrad C. Awtry
University of Wisconsin, Lacrosse

for
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Speech Communication Association
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An examination of the literature of the last fifteen years reveals the degree to which "communication competence" has become a significant referent with respect to the goal of communication instruction. This is especially evident in such publications and resources of the Speech Communication Association as *Developing Communication Competence in Children* (Allen and Brown, 1976), *Development of Functional Communication Competencies: Pre-K to Grades 6* and *Grades 7-12* (Wood, 1977), *Assessing Functional Communication* (Larson, et al., 1978), *Communication Competency Assessment Instrument* (R. B. Rubin, 1982), *Speaking and Listening Competencies for High School Graduates* (1982), *Communication for Careers: Oral Communication Competencies Needed by Community College Graduates Entering Careers* (1982), *Communication Competencies for Teachers* (1988), and the more recent *Wingspread Conference Proceedings: Essential College Sophomore Speaking and Listening Competencies* (Quianthy, 1990). Further examination of these and other sources also reveals the degree to which communication competence and assessment are intrinsically intertwined.

The most recent and strongest statement by the Speech Communication Association and communication educators concerning the importance of communication competence and the need for appropriate assessment strategies was provided both by the convening and the results of the 1990 Summer Conference on the Assessment of Oral Communication Skills. One of the many charges pursued by the conference participants was the development of a "public speaking skills portion of a test of oral communication" (Backlund, 1990, p. 5). This was the charge given to one group of conference participants. This group, consisting of communication scholars from eleven universities throughout the United States, was further charged to take a position "on which skills should be assessed, what criteria should be used to assess them, and suggested procedures" (Backlund, 1990, p. 5) and to consider developing and recommending appropriate assessment prototypes. To date, the efforts of this group have resulted in the development of *The Competent Speaker*,

a public speaking assessment instrument designed for the college sophomore (grade fourteen) level.

The purpose of this paper is to explain the need for a public speaking assessment instrument, the process employed by the group in developing *The Competent Speaker* instrument, and the nature and characteristics of the instrument. Other papers and materials provided in this short course will provide preliminary data concerning the reliability and validity of the instrument, describe the variety of ways in which the instrument might be used for both pedagogical and assessment purposes, and demonstrate application of the instrument as an assessment tool.

The Need for a Standardized Public Speaking Assessment Instrument

The need for a standardized public speaking assessment instrument has become increasingly evident as research concerning communication competence generally, and the assessment of communication competence specifically, have progressed in recent years. Despite the many issues of controversy surrounding the nature of communication competence, there are three central issues which have emerged from the research and about which there is increasing agreement--issues particularly germane to the theme of this paper.

The first issue concerns the nature of the components of communication competence. The literature reveals a great degree of controversy over the years concerning this question. The primary controversy concerns which of three broad components, corresponding to Bloom's (1964a, 1964b) taxonomy of cognitive, affective, and psychomotor domains, comprise communication competence. Of these, there appears to be consistent agreement that competence consists of at least knowledge or cognitions and behavior (Backlund & Wiemann, 1978; Cooley & Roach, 1984; Fogel, 1979; Harris, 1979; McCroskey, 1982, 1984; Spitzberg, 1983; and Wiemann and Backlund, 1980). In other

words, communication competence requires both a repertoire of skills and a body of knowledge concerning those skills and their implementation.

The affective domain has increasingly been included as a third component. The position here is that communication competence consists not only of knowing what and how to perform, but also valuing performance sufficiently to do so (Moore, 1981). This component, more frequently referred to as motivation, was identified by R. B. Rubin (1983) as the third dimension of competence, by Spitzberg and Hecht (1984) as integral to their model of relational competence, and by Spitzberg and Cupach (1989) as a component of interpersonal competence. Moreover, to the degree that such predispositions as communication apprehension (McCroskey, 1970, 1977), receiver apprehension (Wheeless, 1975), and willingness to communicate (McCroskey and Richmond, 1987) are related to communication competence (Clark, 1989), the role of motivation, or the affective domain, is well supported.

While there appears to be general consensus that communication competence consists of knowledge, skills, and motivation, there is much less clarity concerning the specific components which comprise each of these domains. Typically, researchers have attempted to identify the specific communication behaviors or skills which comprise competence. This has resulted in an extensive and highly diverse list of behaviors, from broad behaviors such as empathy, behavioral flexibility, interaction management, listening, and speaking (Bochner and Kelly, 1974; DiSalvo, 1980; Reardon, 1987; and Wiemann, 1977) to more specific behaviors such as articulation and pronunciation (Duran, 1983; R. B. Rubin, 1982). As Spitzberg (1987) points out however, "Given a lack of conceptual guidance, measurement efforts to date have yet to identify a comprehensive or consistent set of competence components" (p. 5). This relates directly to the second issue central to the nature of communication competence.

Is communication competence a trait or a state? At one level, the question here is whether communication competence is a cross-situational disposition or whether it is

dependent upon the situation. While some studies suggest a few traits, such as rhetorical sensitivity and communication apprehension, exhibit cross-situational consistency, most research indicates that competence appears to be too situationally bound and its research is too fraught with methodological problems to posit communication competence as a general disposition (Andersen, 1987; R. B. Rubin, 1990; Spitzberg, 1987). This is further supported by the quantity of research concerned with identifying competent communication behaviors in such diverse settings as interpersonal (Bochner and Kelly, 1974; Parks, 1985; Spitzberg and Hecht, 1984), group (Bradley, 1980), public (Quianthy, 1990), organization (DiSalvo, 1980; Monge, Bachman, Dillard, & Eisenberg, 1982; Papa, 1989), mass media (Anderson, 1983) and intercultural (Chen, 1988; Cooley & Roach, 1984). As R. B. Rubin (1990) states, "Research continues to point to a need to use both state and trait measures to examine communication competence until we have a firm understanding of which measures assess traits and which estimate state-influenced behaviors" (p. 104). This is consistent with Spitzberg and Cupach's (1989) view that "both trait and state approaches to the conceptualization of competence seem viable and even compatible" (p. 53).

The third issue central to this discussion, is frequently characterized as the "effectiveness vs. appropriateness" debate regarding competency. While there appears to have been general consensus that appropriateness is directly related to competence, the relationship between competence and effectiveness has not been as consistently clear. Some conceptualizations are not very explicit about the relationship between effectiveness and competence. Others, however, state quite explicitly that effectiveness is a fundamental criterion of competence.

Representative of those who are not explicit about the relationship between effectiveness and competence are Allen and Brown (1976), who view communication competence as "an awareness of the transactions that occur between people" (p. 248). While this perspective ties competence "to actual performance of language in social contexts" (p. 248), nowhere in the explication of the four principal features of competence

is it clearly tied to effectiveness. Similarly, Harris (1979) is less specific about the role of effectiveness in her definition of interpersonal competence as "the ability to create and coordinate interpersonal systems" (p. 32). McCroskey (1982), however, is quite explicit in his statement that communication effectiveness "is neither a necessary nor sufficient condition for a judgment of competence" (p. 3).

Bochner and Kelly (1974) and Heath (1977) suggest only a general link between effectiveness and competence, but others are much more specific. Weimann (1977), for example, defines communication competence as the ability of an interactant to accomplish goals "while maintaining the face and line of his fellow interactants within the constraints of the situation" (p. 198). Fogel (1979) expresses an even stronger link between effectiveness and communication competence by defining the latter as the ability "to affect another's attitudes, behaviors, and beliefs" (p. 15). Spitzberg (1983), on the other hand, argues that both appropriateness and effectiveness are essential to competent communication.

Despite the different emphases of various definitions, both effectiveness and appropriateness appear to have a role in communication competence. As R. B. Rubin (1990) explains, "Early distinctions between competence (appropriateness) and effectiveness (goal accomplishment) seem to have faded. Most researchers today agree that both elements must be present" (p. 109).

To summarize, there appears to be widespread agreement that communication competence consists of at least three dimensions (cognitions/knowledge, affect/motivation, behaviors/skills), is both a general disposition and context dependent, and requires behavior which is both effective and appropriate. Each of these issues has implications for the assessment of communication competence.

Perhaps the clearest and most important implication is the virtual impossibility of developing a single instrument which can provide a valid and reliable assessment of communication competence. The first barrier is provided by its multi-dimensional nature. While the cognitive and affective dimensions potentially could be assessed by a single

paper-and-pencil instrument, the behavioral dimension could not--requiring a two-part instrument/process at a minimum. However, the second barrier, the contextual nature of communication competence, is insurmountable. Again, while it may be possible to develop a single instrument to assess the cognitive and affective dimensions of the primary communication contexts (dyadic, group, public, mediated, etc.), a single instrument or procedure to assess the behavioral dimension of all contexts would not be possible.

This conclusion is consistent with that of the participants of the SCA Summer Conference on Speech Communication Education who, as reported by Backlund (1990), stated in their final resolution that "No single communication assessment instrument can meet all of the objectives of effective assessment, and it would be unproductive to spend time and energy on developing such an instrument" (p. 1). As Backlund further explains, "While many individuals claim a need for a national test of speaking and listening skills that would reliably and validly assess these skills, and a wide variety of people have indicated that such a test would be highly desirable, the conference participants decided that such a test would be impractical. The wide variety of factors impinging on the assessment procedures, including coverage of the wide range of objectives, cultural issues, issues surrounding the levels associated with any test, etc., mitigated against the development of a single test." (pp. 4-5).

Given the impracticality of developing a single instrument to assess communication competence, the focus must be on developing multiple instruments or procedures for assessing competence within specific contexts. One of the most salient contexts for speech communication educators and classrooms, at all levels, is the public speaking context.

While there are numerous instruments available for evaluating public speaking performance (perhaps as many as there are speech communication educators), there are none which have a clearly established basis in theory, have been systematically tested for validity and reliability, and are designed for application within the standard classroom setting. The only instrument which approaches meeting these criteria is R. B. Rubin's

Communication Competency Assessment Instrument (1982). However, this instrument is designed to provide a more comprehensive assessment of communication competence, of which public speaking is one part, and is designed for use outside the typical classroom setting.

Development of *The Competent Speaker* Instrument

After considerable deliberation, the SCA assigned task force decided that the greatest need was for an instrument which could be used for the following purposes: (1) as a pedagogical tool for the evaluation and development of public speaking skills in the classroom; and (2) as a pre (testing out) and/or post (exit) assessment of public speaking skills in the basic and/or public speaking course. This further suggested that the instrument should be developed for the college sophomore (grade 14) level. This would provide an instrument which could be used as a post (exit) assessment at the high school (grade 12) level, as well as either a pre (testing out) or a post assessment at the college sophomore level.

The task force also decided that the instrument should be based upon, and an extension of, the research concerning both communication competence and public speaking assessment. After an extensive review of the literature, referenced earlier in this paper and in the task force's bibliography (Moore, 1991), the two documents which appeared most germane to the content of a public speaking assessment instrument were SCA's *Speaking and Listening Competencies for High School Graduates* (1982) and SCA's Wingspread Conference Proceedings, *Communication is Life: Essential College Sophomore Speaking and Listening Competencies* (Quianthy, 1990). The task force selected the public speaking competencies identified in the "college sophomore" document (Table 1) and reviewed them against the "high school" document (Table 2) to insure both conceptualizations of speaking competency were included. Next, the combined list of competencies was compared with the seven public speaking competencies contained in

R. B. Rubin's Communication Competency Assessment Instrument (1982). Satisfied that the combined list of competencies represented the best and most current thinking within the discipline concerning the characteristics of public speaking competence, the task force agreed to modification in the rewording of the competencies to insure clarity of language and consistency of structure. This process resulted in the eight competency statements which comprise *The Competent Speaker* instrument (Table 3).

Table 1
Speaking Competencies listed in *Communication is Life: Essential College Sophomore Speaking and Listening Competencies*, (Quianthy, 1990).

- Determine the purpose of oral discourse.
- Choose a topic and restrict it according to the purpose and audience.
- Fulfill the purpose of oral discourse by formulating a thesis statement, providing adequate support material, selecting a suitable organization pattern, demonstrating careful choice of words, providing effective transitions, and demonstrating suitable interpersonal skills.
- Employ vocal variety in rate, pitch, and intensity.
- Articulate clearly.
- Employ the level of American English appropriate to the designated audience.
- Demonstrate nonverbal behavior that supports the verbal message.

Table 2
Speaking Competencies listed in *SCA Guidelines: Speaking and Listening Competencies for High School Graduates*, (1982).

- Use words, pronunciation, and grammar appropriate for situation.
- Use nonverbal signs appropriate for situation.
- Use voice effectively.
- Express ideas clearly and concisely.
- Express and defend with evidence your point of view.
- Organize (order) messages so that others can understand them.
- Summarize messages.

Table 3
The Competent Speaker: Eight Public Speaking Competencies
(Morreale et al., 1990)

- Chooses and narrows a topic appropriate to the audience and occasion.
- Communicates the thesis/specific purpose in a manner appropriate for audience and occasion.
- Provides supporting material appropriate to the audience and occasion.
- Uses an organizational pattern appropriate to the topic, audience, occasion, and purpose.
- Uses language appropriate to the audience and occasion.
- Uses vocal variety in rate, pitch, and intensity, to heighten and maintain interest appropriate to the audience and occasion.
- Uses pronunciation, grammar, and articulation appropriate to the audience and occasion.
- Uses physical behaviors that support the verbal message.

Following identification of the eight public speaking competencies, the task force developed performance standards (criteria) by which each competency could be evaluated or measured (see *The Competent Speaker*: Eight Public Speaking Competencies and Standards/Criteria for Assessment, located in Short Course packet). As with the competencies, the standards/criteria were based upon the competency literature identified earlier, as well as published guidelines for speech evaluation (see, for example, Bock and Bock, 1981; Mead and Rubin, 1985; and Powers, 1984). The reader should note that the public speaking competencies, and more particularly, the standards/criteria for their assessment, are still in a pilot stage of development and testing.

As explained by Morreale (1990) in an earlier report, following development of the eight competencies and corresponding evaluative criteria, the task force generated a speech performance evaluation form, *The Competent Speaker* Speech Performance Evaluation Form (located in Short Course packet). In designing the evaluation form, earlier published SCA guidelines for constructing a speech evaluation instrument (Boch & Boch, 1981, 21-22), were considered, with particular emphasis on scale construction and controlling for rater errors. Additionally, National College Board recommendations for the development of measures of speaking and listening (Powers, 1984, 7), were observed.

Moreover, every effort was made to insure the instrument conformed to the "Policy on Criteria for the Assessment of Oral Communication," a resolution proposed by a second task force of the 1990 SCA Summer Conference on the Assessment of Oral Communication Skills and submitted to SCA for approval by appropriate boards and legislative committees. See Appendix A for a list of these criteria and a notation of those with which *The Competent Speaker* instrument complies. Two of the more important criteria, those concerning instrument reliability and validity, are currently being addressed by the task force, with the preliminary results to be announced elsewhere in this short course.

Significant Characteristics of *The Competent Speaker* Public Speaking Assessment Instrument

As noted previously, every effort has been made to insure that the instrument is consistent with both current research concerning the nature of communication competence and current policy concerning its assessment. A few of the more significant characteristics of *The Competent Speaker* instrument relevant to this objective and worthy of special note include the following:

1. Assesses public speaking **behavior**. In recognition of the inappropriateness, if not impossibility, of assessing all domains of competence, the instrument focuses exclusively on the assessment of public speaking "behaviors." Thus, it is not designed, nor does it purport, to measure either "knowledge/cognitions" about public speaking or "affect/motivation" for public speaking. Regardless, as with the assessment of any behavior, the instrument may permit one to make limited inferences about the knowledge and motivation of the speaker--inferences limited at most to the speaker's knowledge of, and motivations about, public speaking within the target context . However, such inferences should be made with caution, since any reliability or validity associated with the instrument's assessment of "behavior," does not apply to its assessment of "knowledge" or "motivation."

2. Assesses both verbal and nonverbal behavior. The instrument identifies competencies for both verbal and nonverbal behavior and provides standards/criteria for assessing competence in the use of each. However, assessment is limited to the public speaking context and should not be generalized to other contexts, e.g., dyadic, group, etc.
3. Assesses remote preparation skills. The instrument should provide a holistic assessment of the speaker's remote preparation skills. However, the assessment of specific remote preparation skills or the diagnosis of strong versus weak preparation skills will require additional procedures.
4. Does not assess listening skills. The instrument is designed for the assessment of "speaking" skills only. Listening skills should be assessed by instruments and procedures designed for that purpose.
5. Provides for either an atomistic or holistic assessment. The eight discreet competency statements, with their corresponding standards/criteria, provide for an atomistic/analytic assessment. However, neither the competency statements, nor their corresponding standards/criteria, prevent assessment based upon a holistic impression.
6. Assesses degree of competence. The standards/criteria for each competency describe degrees of competence at the "unsatisfactory," "satisfactory," and "excellent" levels. An assessment can be made of either or both the degree to which the speaker possesses each competency and the degree to which the speaker possesses public speaking competence in general.
7. Descriptions of "competent" responses provided as anchors. Each of the eight competency statements is accompanied by a descriptive statement of the standards/criteria for judging each of the three degrees of competence. Where appropriate, examples of responses illustrative of each degree of competence are provided as anchors.

8. Instrument is free of cultural bias. Each competency is assessed with respect to the target audience and occasion. In other words, judgments are based upon the degree to which the behavior is appropriate to the "audience and occasion." As long as the evaluator/assessor bases his/her judgments on these criteria, cultural bias should not become a factor. This requires, however, that the evaluator/assessor have a clear understanding of the target audience and occasion and uses the standards consistent with the target audience and occasion as the only basis for evaluation/assessment.

Conclusion

The focus of this Short Course, *The Competent Speaker* Public Speaking Assessment Instrument, represents the energy and effort, over the past one and one-half years, of eleven different communication educators from institutions of higher education throughout the United States and is based upon the cumulated research concerning communication competence and oral communication assessment. Despite this, the instrument is still in the developmental stage. Therefore, the instrument is not recommended for use as an exit instrument or for exemption purposes at this time. Upon completion of appropriate research with respect to its validity and reliability, efforts will be made to provide for distribution of the instrument through the national offices of the Speech Communication Association. In the meantime, as a pedagogical tool, for use within the public speaking classroom, it should prove quite helpful. The task force encourages you to use the instrument, and the accompanying materials, in your classroom. We especially welcome any feedback you can provide concerning the instrument.

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APPENDIX A

The left column contains abbreviated descriptions of the criteria contained in the proposed SCA "Policy on Criteria for the Assessment of Oral Communication." The right column identifies which criteria are met by *The Competent Speaker* assessment instrument.

General Criteria	Notation of Compliance by *The Competent Speaker*
1. Assesses knowledge, skills, & attitude	Public speaking skills only
2. Judged by trained assessor	Yes (via manual and training tape)
3. Assesses speaking & listening	Speaking only
4. Sensitive to assessee's disabilities	Yes (via manual and training tape)
5. Assessment based on atomistic data & holistic impression	Designed for atomistic data; holistic possible
Criteria for Content of Assessment	
1. Assesses verbal & nonverbal in multiple settings	Verbal & nonverbal in public speaking setting
2. Assesses specialty area of speech majors	Not applicable
Criteria for Assessment Instruments	
1. Skills assessed by performance in public speaking setting	Yes
2. Assesses degree of competence	Yes
3. Identifies range of responses which constitutes degrees of competence	Yes
4. Meets acceptable level of reliability	Data being collected
5. Meets acceptable standards of validity	Data being collected
6. Free of cultural, sexual, ethnic, racial, age & developmental bias	Yes
7. Suitable for developmental level of assessee	Yes (college sophomore/ Grade 14 level)
8. Standardized procedures for administering	Yes

Criteria for Assessment Procedures & Administration

1. Procedures protect rights of assessee	Yes (procedures outlined in manual)
2. Assessment for procedural decision based on multiple sources of info.	Use for procedural decisions in manual
3. Assessors trained by speech communication professionals	Yes (via manual and training tape)

THE COMPETENT SPEAKER ASSESSMENT INSTRUMENT:

USES AND LOGISTICS FOR ADMINISTRATION

Prepared for:
SCA Short Course
"The Competent Speaker: A Workshop on Assessing
Public Speaking Competency"

by
Sherwyn P. Morreale
University of Colorado at Colorado Springs
and
K. Phillip Taylor
University of Central Florida

for
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INTRODUCTION

The Competent Speaker Speech Evaluation Form has been carefully developed and psychometrically tested in order to fully conceptualize communication competency in public speaking. That development and testing have demonstrated the essentialness of the instrument's appropriate administration. The instructor and/or communication professional should attend to the following considerations with regard to the instrument: (1) logistics for administration: (2) potential uses; and (3) cautions for use.

LOGISTICS FOR ADMINISTRATION

Training in the Use of the Form

Before using The Competent Speaker Evaluation Form to rate a public speaking performance, the evaluator(s) first should carefully study the instrument, the eight competencies it contains, and most important the standards/criteria for each competency. The evaluator also should become familiar with the descriptions of unsatisfactory, satisfactory, and excellent levels of performance for each competency. After becoming familiar with the competencies and criteria, the evaluator should use the training videotape of exemplary speeches thusly:

First, view the three "anchor speeches," at the beginning of the tape, identified as unsatisfactory, satisfactory, and excellent. Study the competencies and criteria in relation to those three videotaped anchors.

Next, view the twelve "unidentified speeches" (or as many as time allows) located after the three anchors. Rate these speeches on the speech evaluation form, without knowing the level of competency that

each represents. After rating each speech, compare the rating assigned by the evaluator with the "true rating" (normative rating) for that speech (the true ratings are listed on the outside of the training tape). When the evaluator's ratings become similar to the true ratings for the speeches, he or she may be considered trained and ready to evaluate speeches using The Competent Speaker Evaluation Form.

Using the Form to Evaluate and Grade Speeches

In the actual use of the form to evaluate speeches, the evaluator may use any numerical weighting system for the three levels of competency that suits the particular context or course requirements. For example, the evaluator could: (1) simply examine the level of performance for each competency without assigning any numerical value to the performance of the competency; OR (2) assign one point for unsatisfactory, two points for satisfactory, or three points for excellent, for each competency (in this case, the range for the grade for the speech would be from 8 to 24); OR (3) for additional speeches, increase the values assigned to reflect the increasing level of importance or value of the particular speech -- ie. for each competency, assign two points for unsatisfactory, four points for satisfactory, and six points for excellent (the range for the grade would be from 16 to 48).

In addition to using various numerical weighting systems for the three levels of competency, the evaluator also may consider differentially weighting the different competencies, depending on the context. For example, certain competencies may be deemed more important than others in the following situations:

1. In a documentative or research-based speech, "Competency Three: Provides appropriate supporting material," might be assigned more points than other competencies.

2. In a speech immediately following a lecture on style and delivery, "Competency Eight: Uses physical behaviors that support the verbal message," might be assigned more points.

3. Following a lecture on the use of language, Competencies Five, Six, and Seven might be weighted more heavily than other competencies.

4. In a persuasive speech, as opposed to an informative speech, the evaluator may choose to weight certain competencies higher than others.

When using the form to evaluate speeches, the evaluator(s) may consider the merit and value of videotaping the speech performance. Videotaped recording and playback for students has demonstrated success in improving language usage and delivery (Miles, 1981; Mulac, 1974). The primary advantage of videotaping is that it allows "us to see ourself as others see us" (Dance and Zak-Dance, 1986, p.244).

POTENTIAL USES OF THE FORM

The Competent Speaker Speech Evaluation Form has an array of uses and applications including but not limited to the following:

1. Entrance assessment at the beginning of a course or at the beginning of a student's academic tenure at an institution.

2. Exit assessment at the end of a course or at the conclusion of a student's academic tenure at an institution.

3. Placement assessment of a student among or into classes or courses.

4. Diagnostic assessment, within a class, for prescriptive purposes, for providing feedback, and for encouraging development as a speaker.

5. Speech evaluation and criticism within a class.

CAUTIONS REGARDING THE USE OF THE FORM

Use of The Competent Speaker Evaluation Form to rate public speaking performances necessitates the observance of certain cautions (SCA Criteria for Assessment Procedures and Administration (Crocker-Lakness, 1990):

1. The evaluator should protect the rights of the speaker/assessee by: (a) presenting the instrument, explaining how it will be administered, and defining its criteria; and (b) maintaining appropriate confidentiality of the results and their use(s).

2. The speaker's performance and the evaluation of that performance should not be used as the "sole" instrument for "procedural decisions" such as placement, exemption, academic credit or grade. Rather, it should be used only for evaluating competence in presenting a public speech. In order to be used for procedural decisions concerning an individual, it should be combined with other sources of information such as: (a) direct evidence of actual communication performance in school and/or other contexts; (b) results of formal competence assessment; and/or (c) measures of communication apprehension or avoidance.

3. The evaluator(s) using the form should be satisfactorily trained in its use, as described under "Training in the Use of the Form."

4. The evaluator(s) should be educated about and sensitive to the effects of relevant physical, psychological, and cultural biases (including gender, ethnic, racial age, and developmental).

5. The evaluator(s) should note that numerical weighting, both between and within competencies, relates to the psychometric value of the

evaluation process. Optimally, the Competent Speaker Evaluation Form is designed to be used as a ratio scale. It involves the assignment of numbers for the purpose of identifying ordered relations of the competencies -- the order being arbitrarily assigned -- with equal intervals and an absolute zero point (Williams, 1979). If the evaluator uses a checking system and not a numerical weighting system for the competencies, the psychometric value of the instrument is diminished.

6. The evaluator(s) should avoid and be educated about rating scale usage problems (Bock & Bock, 1981; Rubin, 1991) such as: a) lack of interest, in which case the evaluator(s) may rate the speakers inconsistently. If evaluators do not conform carefully to the standards/criteria established for each of the competencies, they will evaluate students' performances unfairly. Vigilance and diligence are prerequisite to fair speech evaluation. Evaluators who cannot or choose not to evaluate speeches, based carefully on the standards/ criteria of The Competent Speaker Form, should be retrained or replaced; (b) personal bias, in which case the evaluator(s) may be either too easy (positive leniency error) or too hard (negative leniency error) on all speakers. Or, the evaluator may be too easy (positive halo error) or too hard (negative halo error) on a specific student; (c) trait error, in which case the evaluator(s) may be either too easy or too hard on a given trait (competency) on the evaluation form. This error may occur in the evaluation of one or all speakers if the evaluator(s) attends to or neglects certain competencies; and (d) central tendency error, in which case the evaluator tends to group scores toward the middle (satisfactory) range of the evaluation form. Evaluators tend to avoid

making extreme evaluations, either unsatisfactory or excellent.

To avoid rating scale usage problems, adequate training and retraining in the use of The Competent Speaker Evaluation Form is encouraged. If the form is used in multiple sections of the same course, training and testing for inter-rater reliability -- the degree of agreement among different evaluators or raters when judging or evaluating the same speech -- is advised to provide consistency of grading between sections. Statistical tests of inter-rater reliability should be administered periodically.

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THE COMPETENT SPEAKER SPEECH PERFORMANCE EVALUATION: A RASCH ANALYSIS

by
Donna Surges Tatum
MESA Psychometric Laboratory
The University of Chicago

Speech Communication Association Convention
Atlanta, 1991

Introduction

The CAT Subcommittee on Public Speaking Competency developed criteria to assess a speaker's competence. An eight item instrument was created which empirically defines the variable. (See "The Competent Speaker Speech Performance Evaluation Form".) A nine point rating scale is used to judge the level of ability for each competency. Twelve speech teachers viewed tapes of twelve speakers and evaluated all speeches on all eight competencies. Thus a total of 144 evaluation forms are the data for this report. The FACETS computer program, written by John M. Linacre, provides the means of performing a Rasch analysis.

The model used for this data analysis follows:

$$\log\left(\frac{Pnmjgik}{Pnmjgik - 1}\right) = Bn - Cj - Dgi - Fgk$$

Bn	n = 1 - 12 (speakers)
Cj	j = 1 - 12 (judges)
Dgi	g = 1, i = 1 - 8 (items)
Fgk	g = 1, k = 1 - 9 (9 point rating scale)

The Rasch model provides the needed method for analysis. A frame of reference is constructed, and a variable defined. Observations provide the counts necessary to operationalize the variable upon a line of inquiry. In 1953 Georg Rasch, a Danish mathematician, developed the essentials of this model for item analysis. It has the property that one set of parameters can be eliminated by means of conditional probabilities. This allows a researcher to focus on one set at a time. Person ability or attitude can be independent of the difficulty of the items on the test. The difficulty estimate of the items can also be independent of the people tested. This is crucial because it allows sample-free measures. Scores are transformed into common units of

measure, "logits". A person's probable response is separated from the items on the instrument. This makes it possible to compare groups, or individuals, regardless of the test taken or the sample used to calibrate it. (For a more complete explanation, see Tatum, 1991; Wright and Masters, 1982; Wright and Stone, 1979.)

This Rasch analysis performs the following functions:

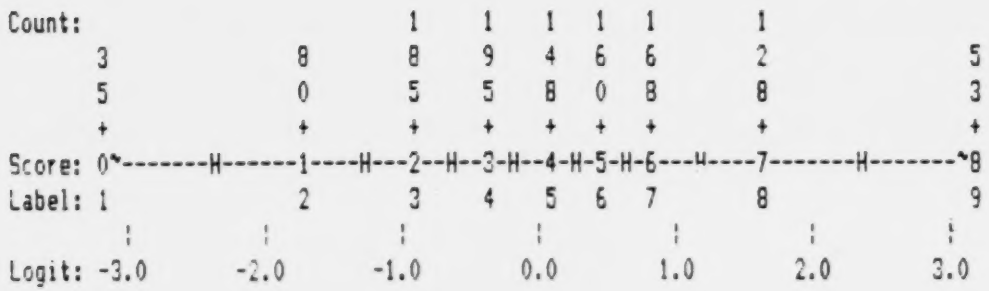
- 1) shows the structure of the rating scale
- 2) determines whether the evaluation form operationalizes the variable "public speaking competency"
- 3) provides a calibration of evaluation items
- 4) measures the severity of the judges
- 5) discovers rater inconsistency
- 6) produces objective measures of speakers' competency.

Data Analysis

SCALE STRUCTURE

A nine point rating scale is divided into three classes; unsatisfactory, satisfactory, and excellent. The criteria are defined for each class, and the raters assign a number to each speaker's competencies. The scale structure line shows that the rating scale itself is working beautifully - the categories are in pronounced locations and define nine different levels. (One could conceive of them as definite steps on a ladder.) Often raters have a tendency to group scores around the middle of the scale values. McCroskey, Arnold and Pritchard (1967) established that the end points on a semantic differential were further from the points next to them than

the other points were from each other. Some raters do not like to make extreme judgments. The Rasch model calibrates the nonlinearity of the rating scale, thus eliminating this concern.



ITEM ANALYSIS

All items are not created equal. That is, a range of difficulty must be covered if a test is to be useful in measuring any variable. The "ruler" which measures the variable must be calibrated in equal units, or "logits". The items which comprise this ruler lie upon a line of inquiry. They are centered on zero. Items that are easy to do are negative numbers, those that are harder are positive.

Map of Items

The following is a visual representation of the items defining the variable. The items cover a reasonable range. This demonstrates that the evaluation form does a good job of defining public speaking competency.

Item Map

Easiest	Thesis
	Appropriate topic
	Appropriate language
	Articulation
	Appropriate organizational pattern
	Vocal variety
	Supporting material
Hardest	Nonverbal behaviors

Item Statistics

The following table provides statistical information for each item. The items are listed in measure order from most difficult to easiest. Count is the raw score for the item. (The computer program rescores the rating scale from 1-2-3-4 to 0-1-2-3.) Sample is how many people responded to the item. Calibration is the item's measure, or its placement upon the line of inquiry, expressed in logits. Error is how accurately the item is measured. Mean square (MNSQ) represents the expected responses to the item. If an item has a high mean square, then there is a question whether it fits upon the line of inquiry, and is of help in defining the variable. A mean square of 1.0 is exactly what is expected; .7 to 1.4 is normal. For example, a mean square of 1.6 for an item means there is 60% more noise than expected, or 2.4 is 140% more than expected. The standardized fit statistic is the sureness of the item's fit. A rule of thumb is to look closely at anything over a mean square of 1.5 and a fit of 3 to determine the usefulness of the item. The items on the evaluation form fit the pattern of expected responses. This means all the items are on the line of inquiry and contribute to the definition of the variable.

Item Measurement Report

N	Items	Score	Count	Average	Calib. Logit	Model Error	Infit MnSq	Infit Std	Outfit MnSq	Outfit Std	N
1	appropriate topic	639	144	4.4	-0.14	0.06	1.1	1	1.1	0	1
2	thesis	642	144	4.5	-0.15	0.06	1.1	0	1.1	0	2
3	supporting material	555	144	3.9	0.13	0.06	1.1	0	1.1	0	3
4	appropriate org pattern	589	144	4.1	0.02	0.06	1.0	0	1.0	0	4
5	appropriate language	636	144	4.4	-0.13	0.06	0.6	-4	0.6	-4	5
6	vocal variety	556	144	3.9	0.12	0.06	0.9	0	0.9	0	6
7	articulation	622	144	4.3	-0.09	0.06	0.8	-2	0.9	-1	7
8	nonverbal behaviors	516	144	3.6	0.25	0.06	1.2	2	1.2	1	8

RATER ANALYSIS

Facets computer program allows a researcher to separately analyze various components of the situation under investigation. Raters are an important element of public speaking evaluation. It is necessary to examine their behavior for a complete understanding of the assessment of public speaking competency.

Raw scores must be conditioned before they can be used to define and measure a variable along a line of inquiry. When scores are conditioned, and transformed to measures, they no longer are bound by their idiosyncrasies. Raw scores are not linear because there is no equal distance between them. They only have meaning in conjunction with the Rasch model. Together the score and the model determine the probabilities. The "bad" properties can be

fixed by the use of the Rasch model. Raw scores do not have the property of additivity, which is a requirement for measurement. Measures must have scalability - equal measures calibrated upon the line of inquiry.

An example of disparity in the meaning of raw scores can be shown in judges' evaluations of a person's public speaking competence. Judges 1,2,3, are tough raters. Judges 4,5,6, are much easier raters. If the scores from the first three judges are "4", "5", "6", and the other group also scores "4", "5", "6", the average from each group of judges is the same - "5". However, a score of 5 from tough judges is "worth" more than a 5 from easy judges. Without the linear transformation of the Rasch model, the scores cannot reflect this difference.

Research conducted by members of the MESA Psychometric Laboratory at the University of Chicago over the past ten years reveals that judges, no matter how well trained, do not rate alike. In fact, it is not even desirable to attempt to force judges into one common mode. As we know from communication theory, every person has his or her own perceptual world, and attends to different details. Bock and Bock (1981) discuss four general types of speech raters. In a Rasch analysis we assume each rater's individuality and are not concerned with inter-rater reliability as an end to itself. It is only one of many indicators. Rather, it is the consistency with which the judge uses the evaluation form that is important. A Rasch analysis will adjust for the different types and severity of raters as long as they share a common understanding of the evaluation form and are individually consistent in their use of the rating scale.

Rater Measurement Report

The following is a visual representation of rater severity as well as a report of rater statistics. The standard error is .07 and the adjusted standard deviation is .30.

Rater Measurement Report

	Rater	Measure	MNSQ	Fit
Tough				
	11	0.68	0.9	0
	13	0.22	0.8	-1
	10	0.15	1.9	5
	01	0.09	1.1	0
	03	0.09	0.8	-1
	04	0.09	1.0	0
	05	0.06	0.6	-3
	09	0.00	1.3	2
	02	-0.21	0.9	0
	12	-0.25	0.8	-1
	08	-0.42	1.2	1
Easy				
	06	-0.51	0.4	-5

This table demonstrates the wide variation in severity of the twelve raters. The Rasch model adjusts for the toughness of the judges, and calibrates them in common units of measure. This makes it possible to compare individual as well as groups of judges. The mean square and fit statistics reveal only one inconsistent judge - number 10. The mean square of 1.9 denotes 90% more noise than expected, and the fit of 5 means we are really, really sure of this. Remember, rater 10 is not inconsistent with the others, but with himself. Raters 5 and 6 have mean squares and fits that are almost too quiet. They are close to Guttman-like in their consistency. Their evaluations hold no surprises or randomness.

SPEAKER ANALYSIS

Now that it has been determined there is a recognizable, measurable variable we can look at speakers and their abilities and characteristics.

Speaker Measurement Report

	Speaker	Measure	MNSQ	Fit
More Able				
	11	1.23	1.4	2
	04	0.65	1.2	1
	12	0.60	1.2	1
	03	0.50	1.3	2
	08	0.23	0.8	-1
	10	0.10	0.6	-3
	02	-0.11	0.7	-2
	05	-0.13	0.8	-2
	01	-0.17	0.9	0
	09	-0.20	1.2	1
	06	-0.77	1.0	0
Less Able				
	07	-0.96	0.8	0

The above is a visual representation of the speakers' competence. The mean measure is 0.08, the standard error is .07, and the adjusted standard deviation is .58.

Since they spread out along the line of inquiry, it is possible to examine the differences in speakers' competence. The evaluation form is a reliable test of separating speakers into strata of ability, and the form provides quite accurate measurement. Because competence is reported in common units of measurement, comparisons of more or less ability among speakers is feasible. We can say that speaker 11, with a measure of 1.23 logits is twice as competent as speaker 12, who has a measure of 0.60. Speakers 6 and 7 are considerably below the group's average ability; approximately three quarters and a whole logit respectively. All speakers performed as expected. That is the mean squares and fit statistics do not indicate any speaker who has an unexpected pattern of competency.

Conclusions

The Competent Speaker Speech Performance Evaluation Form is a viable instrument for assessing public speaking ability. The items cover a range of the variable and are all along the line of inquiry. The raters used the form effectively, and the speakers demonstrated various levels of ability.

Now that the pilot test of the evaluation form is completed, more data must be gathered to confirm its usefulness for general use. Rasch analyses will enable us to determine if there is gender or ethnic bias inherent to the instrument, and if it is also applicable at the high school and community college level. The preliminary results are encouraging, and the expectation is The Competent Speaker Speech Performance Evaluation Form will be approved by The Speech Communication Association for national distribution and use.

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"THE COMPETENT SPEAKER": Development, reliability, and validity of a communication-competency based speech evaluation form.

Prepared for:
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"The Competent Speaker: A Workshop on Assessing Public Speaking Competency"

by

Donald D. Morley

Sherwyn P. Morreale

Ruth Hulbert-Johnson

University of Colorado

Colorado Springs

for
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ABSTRACT

"THE COMPETENT SPEAKER": Development, reliability, and validity of a communication-competency based speech evaluation form.

At the SCA 1990 Summer Conference on Communication Competency Assessment, a subcommittee of 11 speech communication professionals was assigned a charge "to develop the public speaking skills portion of a test of oral communication." The subcommittee reviewed literature regarding speech evaluation and oral communication competency and developed a pilot speech performance evaluation form, THE COMPETENT SPEAKER. The criterion-referenced evaluation form contains eight public speaking competencies and attendant criteria for performance of those competencies, at unsatisfactory, satisfactory, and excellent levels.

This paper reports results of preliminary psychometric testing of THE COMPETENT SPEAKER FORM and plans for future testing. In a test using 12 speech communication professional as raters, high inter-rater reliability coefficients, ranging from .90 to .94, are reported. Other reliability studies are underway, using graduate teaching assistants as raters and "faulty" or non-speech communication instructors as raters. In regard to validity of the speech evaluation form, content validity is argued based on the instrument's conceptual base in the communication competency literature. Content validity also will be tested using a Q-sort of the instruments' criteria and competencies. Convergent validity is being tested by correlating students' scores using the speech evaluation form with (1) scores on the pubic speaking items of the Communication Competency Assessment Instrument,m and with (2) the public speaking portion of the Personal Report and Communication Apprehension. Finally, other studies are planned to evaluate the instrument in terms of cultural bias.

INTRODUCTION

Impetus for the genesis of "The Competent Speaker" evaluation form originated during the SCA 1990 Summer Conference on Communication Competency Assessment. At that conference, a subcommittee of the Committee on Assessment and Testing was challenged to:

> ...work on the public speaking skills portion of a test of oral communication. A position should be taken on which skills should be assessed, what criteria should be used to assess them, and suggested procedures. Perhaps prototypes should be developed and recommended (Backlund, 1990, p. 1).

Eleven geographically-dispersed communication scholars determined this charge to be the development of a speech performance evaluation tool, grounded in and driven by the communication competency paradigm, as defined by past and current communication literature (see Morreale, 1990, for further explication). Specifically, the present instrument focuses on public speaking skills as opposed to knowledge/cognition or motivation/affect. The instrument ultimately was developed because of the lack of a standardized and tested speech evaluation tool available for national distribution.

Although debate about the very nature of communication competency abounds, there appears to be some agreement that it does include at least three components in line with Bloom's (1964a, 1964b) classifications of the cognitive, affective, and psychomotor domains (Allen and Brown,k 1976; Spitzberg, 1983). And while no one list of communication competencies has received

general concordance, work in this area progresses as exemplified by the speaking and listening competencies developed earlier and expanded during the SCA-sponsored 1987 Wingspread Conference (Quianthy, 1990). However, these competencies did not include attendant criteria/standards by which to evaluate the articulated performance.

Before the 1990 Summer Conference on Assessment, subcommittee members worked independently, reviewing existing published public speaking instruments and literature on the evaluation of pubic speaking. Subsequent to the Conference, the task force identified eight public speaking competencies and articulated criteria/standards by which to evaluate each competency (see Appendix A: Competencies and Criteria). These eight public speaking competencies are consistent with and derived from those defined in Communication is Life: Essential college sophomore speaking and listening competencies (Quianthy, 1990) (see Table 1), and SCA Guidelines: Speaking and listening competencies for high school graduates (1982) (see Table 2). The eight competencies, ultimately included in "THE COMPETENT SPEAKER" instrument, (Table 3) were derived and refined from the competencies in Tables 1 and 2.

Table 1

Speaking Competencies listed in "Communication is Life: Essential college sophomore speaking and listening competencies" (Quianthy, 1990)

- Determine the purpose of oral discourse.
- Choose a topic and restrict it according to the purpose and audience.
- Fulfill the purpose of oral discourse by formulating a thesis statement, providing adequate support material, selecting a suitable organization pattern, demonstrating careful choice of words, providing effective transitions, and demonstrating suitable interpersonal skills.
- Employ vocal variety in rate, pitch, and intensity.
- Articulate clearly.
- Employ the level of American English appropriate to the designated audience.
- Demonstrate nonverbal behavior that supports the verbal message.

Table 2

Speaking Competencies listed in "SCA Guidelines: Speaking and listening competencies for high school graduates" (1982).

- Use words, pronunciation, and grammar appropriate for situation.
- Use nonverbal signs appropriate for situation.
- Use voice effectively.
- Express ideas clearly and concisely.
- Express and defend with evidence your point of view.
- Organize (order) message so that others can understand them.
- Summarize messages.

Table 3

"The Competent Speaker: Eight Public Speaking Competencies (Morreale, 1990).

Competency One
CHOOSES AND NARROWS A TOPIC APPROPRIATELY FOR THE AUDIENCE AND OCCASION

Competency Two
COMMUNICATES THE THESIS/SPECIFIC PURPOSE IN A MANNER APPROPRIATE FOR AUDIENCE AND OCCASION

Competency Three
PROVIDES APPROPRIATE SUPPORTING MATERIAL BASED ON THE AUDIENCE AND OCCASION

Competency Four
USES AN ORGANIZATIONAL PATTERN APPROPRIATE TO THE TOPIC, AUDIENCE, OCCASION, & PURPOSE

Competency Five
USES LANGUAGE THAT IS APPROPRIATE TO THE AUDIENCE AND OCCASION

Competency Six
USES VOCAL VARIETY IN RATE, PITCH, & INTENSITY, TO HEIGHTEN & MAINTAIN INTEREST

Competency Seven
USES PRONUNCIATION, GRAMMAR, AND ARTICULATION APPROPRIATE TO THE DESIGNED AUDIENCE

Competency Eight
USES PHYSICAL BEHAVIORS THAT SUPPORT THE VERBAL MESSAGE

A further review of the literature provided information for development of the criteria/standards by which to evaluate each of the eight competencies (Bock & Bock, 1981; Mead & Rubin, 1985; Powers, 1984). Finally, in accordance with the charge from the SCA 1990 Conference on Communication Competency Assessment, a speech performance evaluation form needed to be generated. The conversion of the eight identified competencies resulted in the

development of the "Competent Speaker" Speech Evaluation Form (Appendix B). A pilot version of The Competent Speaker evaluation Form and criteria has undergone initial testing for reliability and validity.

PSYCHOMETRIC METHODOLOGY

Subjects

In order to test for reliability and validity of "The Competent Speaker" evaluation form and criteria, a videotape with student speeches in an actual classroom environment at a Mid-Western University was developed. The student speechs were informative presentations lasting approximately 5 minutes in duration. The selection of student speeches began with a group of six Graduate Teaching Assistants (GTAs) selecting approximately 40 videotaped classroom speeches from the previous semesters' presentations. Utilizing the form and criteria the speeches were rates by these GTAs as wither unsatisfactory, satisfactory, or excellent. From this initial pool of 40, a selection of 12 student speeches was made by the public speaking course director and one of the GTAs, four at each level of competency. These 12 speeches were transferred to one master tape for training and rating purposes. The student sample represented on the rating video was mixed by gender, five females and seven males, and by ethnicity, nine Whites, one Black, one Hispanic, and one Philippino. Utilizing a table of random numbers these speeches were randomly ordered 12 different times

and placed on tapes that were sent to 12 speech communication professionals at 12 different universities. Additionally, one speech exemplary of each level of competency was selected to serve as an anchor by which raters could become familiar with performance at each level of competency, before rating the sample of 12 speeches. The three anchor speeches were placed at the beginning of the master tape and were identified as to the level of competency each represented.

Raters

The 12 raters were speech communication professional teachers at colleges and universities in the U.S. Nine of the raters held a Ph.D. or equivalent while three of the raters held Masters degrees. The raters' experience in teaching ranged from four years to 25 years as estimated by the date of receipt of the raters' terminal degrees. Raters were eight females and four males, 11 of which were anglo and one hispanic.

Raters received a packet containing instruction for self-training on the use of the speech evaluation form and criteria and the tape with the 12 student presentations. Specifically, the rates were instructed to : (1) review the standards and criteria for the competencies before viewing any speeches; (2) view the three exemplary speechs while simultaneously reviewing the standards and criteria; and (3) view each of the 12 speeches without making any formal evaluation, review the standards and criteria as they pertained to that speech, and finally, view the speech one more time and enter the evaluation on the form.

Reliability

Overall inter-rater reliability for the students' total score on the instrument was high for the 12 raters with Ebel's (1951) coefficient reading .92. Inter-rater reliability was also examined for each of the eight competencies. The 12 raters achieved a high degree of reliability on the eight competencies with Ebel's coefficient ranging from .90 to .94 (see Table 4).

Table 4

Eight Communication Competencies: Ebel's Coefficient

COMPETENCY	EBEL'S COEFFICIENT
Competency One	.90
Competency Two	.93
Competency Three	.91
Competency Four	.91
Competency Five	.92
Competency Six	.95
Competency Seven	.93
Competency Eight	.93

In addition to this initial reliability test of the Competent Speaker form, the instrument and its criteria currently meet content or face validity. That validity can be argued based on the extensive literature review conducted during the process of development of the instrument by the CAT subcommittee of 11 communication professionals.

Discussion

In addition to the reliability test using 12 speech communication professionals, other reliability testing is being conducted utilizing Graduate Teaching Assistants as raters. Also testing is in progress utilizing 70 faulty (non-communication professional) raters at a Mid-Western University.

Regarding the validity of the instrument, there are two studies underway with regard to convergent validity: (1) a correlation of score on the public speaking portion of the Personal Report of Communication Apprehension (McCroskey, 1970), with scores derived using the Competent Speaker form in an introductory speech class and (2) a correlation of score on the seven public speaking items of the Communication Competency Assessment Instrument (Rubin, 1982), derived during an entrance interview with students in an introductory speech class, with scores on The Competent Speaker form.

Future content validity testing will involve a Q-Sort being conducted by speech communication professionals. In that test, naive raters will sort all the descriptors from the criteria for the eight competencies, that would appear to describe the competency under investigation.

Cultural Diversity

In addition to the Competent Speaker Evaluation Form and criteria undergoing reliability and validity scrutiny, the instrument also will be evaluated by a culturally diverse panel of communication professionals, expert regarding intercultural

issues. These experts will scrutinize the instrument with regard to various issues related to cultural diversity and public speaking. Additionally, another study already underway will correlate the 12 speech communication professional rating of 12 speeches using the instrument, with rating by a sample of 40 minority students.

Normative Data

Although normative date has been provided elsewhere (see Morreale, 1991), The Competent Speaker evaluation form and criteria/standards are criterion references. The competencies and criteria/standards were developed based upon the literature investigated.

CONCLUSION

The Competent Speaker form has generated much interest and communication professionals and instructor have expressed enthusiasm for its national availability. This interest may be a result of national trends toward accountability and attendant assessment in a variety of disciplines. In any case, the continued development and testing of the instrument appears warranted.

Preliminary test of the instrument have yielded highly favorable finding in regard to inter-rater reliability. Content validity is based on the instrument's grounding in the communication competency and speech evaluation literatures. Future directions for the instrument include additional tests

related to reliability, validity, and cultural diversity, to be conducted at a variety of academic institutions. Following such test, the CAT subcommittee will submit the instrument, criteria, training manual, and training videotape for consideration and distribution by the SCA Education Publication Series. Future research also will include the development of the a database of computerized critique comments to accompany the instrument.

Generally, it is the expectation of the subcommittee that future tests of The Competent Speaker form will yield favorable findings, similar to the inter-rater reliability tests already conducted. Based on such favorable tests, it is hoped that the instrument will be available for examination and distribution by SCA by Spring, 1992.

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